

## Alternative Education On-site Monitoring Visit Rubric

Reviewers: MC, CE, KC

Date: 12/18/07

**Alternative Education Program: The Edge (5705-1)**  
**School Corporation: Richland-Bean Blossom Com. Sch. Corp.**

**Contact Person: Melissa Pogue**  
**Phone: 812-876-7020**

Alternative Education Programs will be required to share documentation for each component during the site visit. If documentation is not available on-site, the alternative education contact person will be required to submit documentation to the IDOE within seven (7) days of site visit completion. Programs will be given an Unsatisfactory or Satisfactory for each component. Programs receiving an Unsatisfactory for any component will be required to address those issues in order to remain an approved program.

COMPONENT	DOCUMENTATION SUGGESTED	DOCUMENTATION PROVIDED	S	U	COMMENTS
Corporation and Community Support	-Board minutes -Letters of support -Joint agreements -Newspaper articles -Advisory Group list	Board minutes Newspaper articles Advisory group list Meeting minutes Letters of support	X		Board minutes demonstrate strong support for the program both corporation and community-wide. There is currently one community member on the alternative education advisory board. The program has received a variety of grants. When the program was created, group met to review curriculum and ensure that it tied to Richland-Bean Blossom curriculum. Students are encouraged to participate in high school activities, including high school graduation ceremony. Wide variety of newspaper articles provided continuous updates for the community; op-ed pieces in the newspaper showed strong support for the program. Op-ed piece supporting the program was provided in the newspaper from the Bloomington Chamber of Commerce, and a letter of support was provided from the Ellettsville Chamber of Commerce.
Alternative Education Components	-Curriculum -Instructional Methods -Scheduling -Engagement strategies -ISP -Grant application	Description of Keys4Learning program Schedule ISP Grant application Engagement strategies (community service, "get hired" counselor, guest speakers, job coach) School brochure	X		Curriculum is self-paced and individualized on the computer (using Keys4Learning). Curriculum offers a wide variety of courses, including Core 40 courses. Students may earn vocational credits through 15 hours per week employment or by attending vocational school. Students are currently participating in community service activities by helping at the local elementary school. The program plans to expand service activities after moving to the new building. Each day begins with an informal discussion; Thursday is community service day (will be for credit in the new semester). A number of guest speakers will be brought in to discuss life and job skills. A job coach will be hired in the new year using a grant, and a "get hired" counselor visits the program once a week. ISP includes very specific, measurable goals for each student.
Small positive learning environment for students/staff	-Staff & Student roster -Prof. development plan -School Improvement Plan	Staff roster Student roster Professional development	X		Program currently maintains a 1.33 to 7 teacher/student ratio; will expand to be 1.33 to 10 (10 students in the AM, 10 in the PM). Teachers have participated in a number of professional development activities, including visiting other alternative programs and opportunities offered through the R.B.B.C.S.C. Program staff meets

	-Advisor/Advisee programming Staff meeting agenda	opportunities Staff meeting agendas School improvement plan			periodically to discuss student progress.
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## On-site Observation Components

During the site visit, IDOE personnel will visit sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual programming matches descriptions that were provided in the grant application; that students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content and alternative strategies. Each program will receive a mark of “Satisfactory” (S) or “Unsatisfactory” (U) for each component. Programs receiving a “U” in any component will be required to address deficiencies.

COMPONENT	Date	S	U	COMMENTS
Programming matches description in grant application.	12/18/07	<b>X</b>		Programming matches description in application. Students spend half the day working on the Keys4Learning system and obtaining academic credits. Curriculum is self-paced and can be supplemented by additional internet activities. Program teacher and aide provide direct feedback to students and facilitate as needed. Students then go to work; students who had not yet procured work were encouraged and provided hands-on assistance by the program teacher to pursue job opportunities.
Students appear engaged.	12/18/07	<b>X</b>		Students did not appear to have any trouble staying engaged. Students spoken to said they enjoyed working on the computer program and enjoyed the self-paced nature of the curriculum, as well as the individualized attention they received from the teachers. Students said that working on the computer was easier for their learning styles. At times, students were able to help one another if they had trouble answering questions, although the teacher was always available to provide assistance. Some supplements to the online work may be useful to further enhance student engagement and relevance, such as direct instruction, project-based activities, or service learning connected to the curriculum.
Location supports a positive learning environment.	12/18/07	<b>X</b>		The program is currently located at the school corporation office. Despite this, the location was quiet, brightly decorated, and highly conducive to learning. The room was decorated with a variety of academic and inspirational posters, and each student had an individual work station with a laptop computer. Credits that students need to earn were posted on the wall for motivation. The program will move to its new location on January 7 <sup>th</sup> and will expand at that time to include more students and a job coach.
		<b>X</b>		The program normally utilizes one teacher and one teacher’s aide, who meets paraprofessional requirements. On the date of the visit, the teacher was present. The teacher appeared to have very good relationships with all of the students in the program,

Teachers appear knowledgeable and caring.	12/18/07			and she transitioned easily between students while facilitating their work on the computers.
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## Compliance Components

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation must be provided as part of the site visit monitoring. The alternative education contact person listed for each program will be contacted about documents, policies, or descriptions that will be required for the compliance components. Documentation can be submitted prior to or at the visit. Failure to provide documentation will result in removal from the approved program list.

COMPONENT	SUGGESTED DOCUMENTATION	C	NC	COMMENTS
Policies & Procedures	-Student Handbook -Entrance/Exit Criteria	X		Student handbook and school calendar provided. Brochure provided for The Edge as well as guidelines for the program. Entrance/exit criteria provided—students may self refer or be referred to the program; students meet with a screening committee before entering the program. Prior to exiting, students take part in an exit interview with the principal and program director. Currently, students must have completed 20 credits before coming to the program; however, exceptions may be made if it is in the best interest of a student.
Staff Qualifications and Employment by Corporation	-Licenses (Teacher, Administrator, Social Worker, Counselor) -Documentation from HR dept. -HQ document	X		Teacher is licensed in special education and has an administrator’s license. Teacher’s aide meets paraprofessional requirements. Teacher provided documentation of employment by the school corporation (R.B.B.C.S.C.). A “get hired” counselor, employed by the school corporation, visits the program once a week.
Health and safety laws and regulations	-Safety plans and/or records -Physical location description and/or Department of Health documentation -Evacuation plans -Student release policies -Transportation policies (as applicable)	X		Safety plans, evacuation plan, tornado, safe harbor, and fire drill plans provided. Students provide their own transportation to the program.
Financial viability	-Other Grants applied for/received -Description of how last alt ed distribution funds were spent	X		Program has received a variety of grants, including a Community Foundation Grant and an Osher grant. 1/3 match from school corporation demonstrated through provision of corporation budget and biannual financial report.

	-Description of corporation 1/3 match.			
2 Hour Session/ School Day	-School schedule	X		Program schedule provided; academic programming is currently primarily in the AM; will expand to include both AM, PM, and evening offerings. Currently, students participate in non-credit community service on Thursday mornings; will change to become credit generating in the new semester. Most students go to work the other half day; the job coach to be hired in the new semester will help ensure ties between academic programming and work skills.

Comments: Small program that will be expanding to a new location in the new year (2008). In addition to completing computer-based learning, students have and will also participate in a variety of community service projects, job readiness and job skills training sessions with a job coach funded through a grant, and life skills components through guest speakers. Community service for credit will be offered in the future. After expansion, may look to explore additional community service and service learning or other offline activities for students to complete to supplement online work.